Iowa Academy for School Leadership
Application – Bill and Melinda Gates State Challenge Grant
Overview

Iowa's Vision for Educational Excellence

The mission of the Iowa Strategic Plan for Educational Excellence in the 21st Century is to champion excellence in education through superior leadership and service (1997). Iowa's vision for educational excellence is that every local, regional, and state education organization has effective leaders for student learning. Policies provide the framework for preparing and enhancing leadership through the support system. The goal of the Iowa Academy for School Leadership (IASL) is to provide every superintendent and principal in public and private schools access to quality leadership development focused on system change and technology integration by 2004.

IOWA'S VISION for EXCELLENCE *Effective Leaders for Student Learning*
POLICY DEVELOPMENT *Support Educational Leadership*
SUPPORT SYSTEM *Focus on Educational Leadership*
PROFESSIONAL DEVELOPMENT *Adult Learning Theory Technology Integration*
LEADERS *for Student Learning*

Support System for Change and Technology

Iowa's support system provides a structure to implement and sustain change: (Definitions and Explanations)

- **Area Education Agencies (AEA) -** Provide direct services to all school districts. Three core services include leadership development, professional development and instructional technology. AEAs assist in the recruitment, induction, and retention of educational leaders. Professional development emphasizes exemplary practices; adult learning strategies; integration of technology, and assessment practices; and the use of technology as a professional productivity tool.
- **Comprehensive School Improvement Plans (CSIP)** – A CSIP is specific to each school district and is designed to guide planning to increase the learning, achievement and performance of all students. Technology integration and professional development plans are required components.
- **AEA Media-Technology Divisions -** Provide technology professional development; workshops and services to support instructional improvement through technology, strategies, software resources, and exemplary classroom; technology integration projects; ICN and distance learning; technology planning; and resources for comprehensive planning, assessment and evaluation.
- **Iowa Communications Network (ICN)** - State agency that administers a fiber optics network. ICN enables users such as hospitals, government, libraries, schools, and higher education to communicate via high quality, full-motion video and high-speed Internet connections. Iowa's state-owned ICN provides two-way interactive video, data and voice services in over 600 locations.
- **STAR Schools & TCLF** are both sources of funding for educational technology in Iowa schools. Star Schools grants, for example, provide access to technology and telecommunications equipment for instructional programs, the dissemination of information, and professional development activities.
- **State Technology Funding** - In 1996, the Iowa legislation approved a $30 million annual appropriation to the school technology improvement program, which ends with the fiscal year 2001.

Overview of IASL and the Gates Foundation Required Design Criteria

- **Framework:** IASL will use the enGauge framework for effective technology use in schools (developed by NcREL) to organize the Leadership Development Curriculum. The framework components also support the technology integration plans that local schools design for their CSIP.
- **State Plan for Improving Student Learning**: The Iowa Strategic Plan for Educational Excellence approved the concept of leaders for student learning to improve the learning, achievement and performance of all students. Schools' Annual Progress Reports include achievement and technology integration data. The IASL Advisory Board includes representatives from the governor, department of education, higher education, AEAs, school districts and educational organizations.

Adult Learning Theory: The IASL Leadership Development Curriculum uses adult learning strategies based on *Teaching for High Standards.* (Hammond and Ball, 1999) Participants form learning communities, sharing experiences in live and virtual formats.

- **Technology Use:** The use of technology for a databased decision-making system will be modeled and practiced. Through real school-based applications, participants will integrate technology into data collection, analysis, interpretation, decision making and reporting. All sessions use technology.
- **Incentive**: Incentives will be chosen from a menu of offerings which will include the hardware, software and support needed to implement the skills learned during the sessions.
- **Dispersed Training with Ongoing Support**: IASL will consist of four sessions provided by the AEA system during the first cycle of training in year one. Participants will complete assignments between sessions and share information through regional web sites. A second year of training will ensure the school improvement process. On-line support is available.

IASL and the Gates Foundation Required Components

- **How learning with technology helps all students achieve in a high performance, standards-referenced system:** The focus is how school leaders can use technology to assist all aspects of the education system to improve learning. Technology is used to determine the extent to which students are learning and to provide resources and alternative approaches that improve learning and teaching.
- **Understanding of the use of technology for learning to a level that allows participants to coach their instructional staff:** Participants will learn how to support staff in the improvement of student learning and teaching. The IASL curriculum instructs how technology can be used in a results-based system to improve learning. The use of technology for improved learning is essential to the mandated CSIP process, since sites develop action plans based on learning needs, the application of "best practices," and the assessment of increased learning for all students. This includes teaching administrators how to evaluate teachers as it relates to the use of technology and increased achievement.
- **Knowledge to answer the question, "Why technology?"** The training sessions prepare school leaders as *supervisors of learning*. They develop a vision of how technology ensures effective teaching and learning. Technology becomes an essential tool for improving learning and teaching. Administrators will examine the advantages of moving towards a paperless organization. Students are better served when teachers and administrators have an array of data available electronically.
- **Data-driven decision-making experiences that lead to the development of a plan of action:** IASL participants will learn to integrate technology into the data-driven decision making of the CSIP action plans. The plans require the examination, disaggregation, and analysis of data for decision making, teacher evaluation, and development of improvement plans They will also use an on-line suite of technology assessment tools (TAGLIT) with their students and staff and develop action plans responsive to the data.
- **Development of technology skills:** IASL uses adult learning practices of *content-based professional development* and *learning from analysis of practice* to ensure understanding. By including real data and time to analyze practices, participants will master technology skills for immediate use.
- **Whole system improvement with school as the primary unit of change:** Each school's/district's CSIP is Iowa's tool for school improvement. System changes through the use of technology are required components of each CSIP. Special emphasis will be given to low achieving schools.

IASL Participants and Location

IASL will serve 1,286 principals and superintendents from public and private schools over the next three years. This represents 80% of the total population of school administrators. IASL will include two on-site sessions and a learning session over the ICN system. The sessions will be held regionally across Iowa so participants have easy access to the sessions. Year 2 will continue the training sessions and implement a virtual structure for technical assistance and sharing by the ICN and the web site. Ongoing technical assistance is included for the enGague tool assessments, data collection and analysis, and technology-based learning activities.

IASL Leadership Development Program

Overview

New developments in the field of education have educational and political implications for school leadership, making it far more complex than at any time in history. Today's leaders must shift from the traditional role of managers to leaders of school improvement systems through shared decision making. They are also under public scrutiny in a high-stakes environment. The State Challenge Grants for Leadership Development project provides Iowa school leaders the opportunity to develop skills essential for transforming schools and districts into high-performing organizations.

Iowa's proposal for the State Challenge Grant is aligned with other school improvement initiatives in Iowa. The skills and processes learned through the grant project are supported through new policies developed by the state education department that define school leaders as *leaders of student learning* and supervisors of teaching. The practice of using data-driven decisions within the context of a standards-referenced learning system is integrated into the action plans of districts' Comprehensive School Improvement Plans.

NEW SKILL APPLICATIONS technology use systems thinking data analysis results-based data-driven leadership improved learning

State Challenge Grants for Leadership Development

Supported by State Policies and Initiatives

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LEA System Change

enGauge Framework for Effective Technology use in Schools

IASL is using the *enGauge Framework for Effective Technology Use in Schools* to plan for the Leadership Development Curriculum. NcREL and the Iowa trainers will blend training for the use of enGauge into the curriculum modules. Participants can use the framework to make data-driven decisions about the condition of technology for learning and teaching and for the technology plans and reports that are included in their districts' CSIPs.

Included in the enGauge is a tool set that is designed to plan and assess the effective use of technology for student learning. The enGauge tool set provides a new way of thinking about learning, teaching, and leading in a digital age. It gives a comprehensive view of critical factors in the educational system that strongly influences the effectiveness of learning technology.

The framework includes Six Essential Conditions for the effective use of technology in learning with indicators that are developed through best practices; rationale; roles of the administration, community, parents, school board, teachers and policy makers; links to resources; success stories; and an assessment continuum. The assessment instruments include online surveys and offline assessment instruments translated to the Six Essentials Conditions into measures of effectiveness. The instruments gather input from a variety of stakeholders to assess systemwide technology and its use.

(www.engauge.ncrel.org by North Central Regional Education Laboratory)

enGauge Framework for Effective Technology use in Schools					
Vision	**Practice**	**Proficiency**	**Equity**	**Access**	**Systems**
Learners	Environment	Skills	Socioeconomic	Resources	Thinking
Research	Research	Planning	Gender	Connectivity	Standards
Community	Alignment	Implementing	Race	Support	Culture
Commitment	Relevance	Assessment	Special Needs	Facilities	Community
Communication	Range of Use	Productivity	System-wide	Opportunities	Proficiency
		Ethics		Administration	Development
					Accountability
					Funding

Collaboration and Support System for the Project

The Leadership Development Curriculum will include modules of study delivered through regional workshops and over the Iowa ICN system for the 1,523 participants. Technical assistance and ongoing networking via the ICN and Internet will provide coaching and support for the participants as they complete the leadership training. Using the professional development design for adult learners, training sessions are organized around site-based problems so new knowledge and skills are used immediately and integrated into the system for school improvement. A learning community is developed as participants work together on projects, sharing and refining their processes. Time between sessions allows participants to integrate new skills into their working knowledge.

IASL Goals/Outcomes

The goals of the program will be to provide school administrators with:

1. Enhanced knowledge and skills for leading data-based decision-making districts.
2. Specific tools and templates to allow administrators to lead databased decision-making efforts in individual districts. These tools will be built to be adapted for individual contexts and districts.
3. The experience and practice needed to mentor and teach others to make data based decisions.

Databased decision making is a process that enables administrators and other educators to make informed judgements and decisions. As a result of the program, administrators will achieve the following major **outcomes:**

1. Identifying the questions or educational decisions to be made with assessment data (e.g., What are the problems/issues? Why are they happening? What should be done about them? Did it work)?
2. Identifying and selecting valid, reliable and fair sources of data to address specific assessment questions.
3. Appropriately summarizing different types of educational data.
4. Accurately, objectively and fairly interpreting data.
5. Making valid, reliable and fair inferences and judgements based on data.

Achieving the IASL Outcomes

The Iowa Academy for School Leadership will achieve the outcomes by:

- Providing principals and superintendents with the vision and skills to move from a limited technology-based system to using the best in-class technology-based practices within a standards-referenced system. The participants will develop the leadership skills to build a shared vision for preparing students to learn, work, and live successfully in a knowledge-based society. Unique support and strategies will be developed and shared with "low achieving schools."
- Providing the resources, tools, technical assistance, and examples to develop effective leadership for leading organization change.
- Facilitating the creation of a vision of the administrator as a *leader of student learning* and how technology supports student learning and effective teaching.
- Providing resources and processes needed for effective staff evaluation aligned to the Iowa Teaching Standards with authentic task approach to observation and documentation.
- Delivering information, resources, and tools through web sites, models of best practice, exemplars, problem-solving activities, and professional discourse.
- Demonstrating hands-on skill-building opportunities to navigate the Internet, to integrate technology into data collection and analysis, and to use technology fluently in work-related tasks, moving the site to a paperless organization.
- Supporting extended learning opportunities beyond the project through technical support and resources through email, ICN forums, interactive web site, cohort groups, and follow-up meetings.

The module topics, outcomes and integration of adult learning theory are formatted into the five days of training for participants. Sessions 1 and 2 meet two consecutive days. Learning is extended to participants "real work" and will be utilized as a "way of doing business." Participants will be introduced to on-line collaboration and support system during the first session, and with ongoing access for technical assistance.

Titles of session to be taught:

1. **Overview of Assessment and databased decision making** includes -What is databased decision-making and why it is important, what is assessment, criteria for good assessments, why it is important, etc. This module introduces the concept of the training and continuous improvement planning process. Participants will leave understanding the connection between data based decision making process and the continuous improvement planning process each district in Iowa must participate. Concepts developed will be the process of continuous improvement, data based decision making, teaming and system development. Participants will be expected to develop a PowerPoint presentation around these concepts as they introduce this project to their faculties.

2. **Problem Definition** includes -How do you: approach problem definition pro-actively, know when one exists, define it objectively, involve others and help others learn from the process. This module introduces the concept of compiling data from a variety of sources and examining the quality of the data. Participants will learn to access their district data from a database, make excel graphs and import the information into a PowerPoint presentation. Participants will integrate this information into a faculty presentation that will be delivered after this session to begin their improvement planning process with their revised system.

3. **Problem Definitions #2** includes- How to identify key questions about a problem, operationalize the questions to guide assessment, ensure the questions and assessment are equitable, set student learning goals, identify outcomes, help others see the relationships across problem definition, question identification and assessment. This module will introduce the concept of using data to prioritize concerns for the district planning. The participants will find expected and current gaps in their data results, and determine the level of the problem. They will learn to use excel for data analysis. They will brainstorm strategies for addressing data concerns. The participants will develop a presentation to explain to the faculty or community their initial data conclusions and to receive additional input from the staff.

4. **Problem Analysis** –includes- How do you identify assessments and data sources fairly, reliably and validly, collect data that is fair, reliable and valid, and analyze data in a way that is fair, reliable and valid. This module will introduce the concept of hypothesis generation. The participants will learn quick strategies for data collection and goal setting. They will use the Internet for doing online searches. The participants will develop a presentation to use with their faculty discussing possible hypothesis for issues within their schools. Participants will share how they have incorporated these processes into their school improvement system.

5. **Problem Analysis #2** –includes - How do you: interpret data in a way that is fair, reliable and valid, apply problem analysis to major educational needs, apply problem analysis to student learning goals, and long-range decisions making. This module will introduce the concept of progress monitoring and intervention planning. They will continue to learn about excel graphing, on-line searches and bubble sheet data collection over the web. Participants will learn how to monitor their improvement strategies. They will know all the steps for effective monitoring of an intervention. They will prepare a faculty presentation so all on staff and community will understand the monitoring concept. Participants will share how they have incorporated these processes into their school improvement system.

6. **Implementation Integrity** –includes- How do you develop programs based on data and know what has to be implemented, monitor the implementation and make mid-course corrections. This module will introduce the concept of implementation integrity, monitoring and mid-course corrections. They will continue their work with web-based surveys. They will implement their plan in their district and reflect on success..

7. **Evaluating Processes and Outcomes:** includes-Pulling It all Together -- How do you link process and outcome data to evaluate your program, organize & analyze the process and outcomes data and help others learn and implement the process. This module will introduce the concept of evaluation and communicating results. The participants will develop a presentation for use with the public and staff. They will integrate all the pieces of technology they have learned to date. Successful models will be shared.

8. **Applying Databased Decision Making to Other Educational Decisions** – How to generalize data based decision-making to other educational decisions. This module is about reapplication and extension of all the previous modules. Participants will explore how to use these skills with other areas such as teacher evaluation. They will engage in networking and individual consultation with each other**.**

9. **How Leaders Support the use of Technology to Increase Achievement** – includes – How technology is being utilized to motivate and teach students resulting in higher achievement. System change and support will be addressed. Additional methods for systems change and support will be shared after group refelction.

10. **Implementation Strategies and Evaluation** – includes – How to imbed technology in the school's teaching and learning expectations and evaluate individuals and systems related to these additional strategies. How will technology, student achievement and teacher evaluation be interrelated. These content areas will be integrated in the previous 8 modules. Each module will discuss how improvement planning is focused on increased student achievement. Participants will discuss and reflect on the skills being learned and how they can impact classroom practices and the role of technology.

(all sessions will contain strategies to include others (staff/parents/community) in the processes taught)

Application of Adult Learning Theory to the Curriculum

Professional development that makes a difference must emphasize questions, investigations, and critiques on practice. The discourse of professional development builds collegiality among participants, creating relations rooted in shared intentions and the challenges of work. Adult learning strategies from *Teaching for High Standards* (Hammond and Ball, 1999) are described on the next page. The six modules of the Leadership Development Curriculum are referenced to the four practices.

These training sessions will be offered on a regional basis in the state. In each of the modules participants will be engaged in a highly interactive session. The participants will learn a new skill, practice it in the workshop with feedback, and apply the skill back in their district. The sessions will allow for reflection and networking with colleagues. Between formal sessions there will be ICNs (Iowa Cable Network) sessions for troubleshooting. Participants will be expected to use technology to present to their staff skills being learned and for engaging their faculties in the improvement process
.
The ICN sessions will assist participants with any difficulties they are experiencing and continue to foster networking. There will also be a list serve and a web-site.

Each of the modules builds on a previously learned skill and is designed to make data based decision making and improvement planning a learning experience.

Promising Strategies for Developing Leaders of Learning

Practice	Application	Project Activities
Integrating theory into practice	Leaders study research and conduct inquiries through action research, sharing information about the implications on leadership	• use researched "best practices" and real world-based data for practice from participants' sites • use practices that build learning communities • use action planning on real problems and data
Developing professional discourse around problems of practice	Leaders participate in forums in which teaching, learning, and practices can be discussed and analyzed, and where serious examination of practice, outcomes, and alternatives are possible.	• use forums in which teaching and learning are discussed and analyzed • provide serious examination of practices, its outcomes, and some alternatives • determine impact using data-based results of learning that are shared with peers
Content-based professional development	Leaders are exposed to real or concrete contexts to explore content, pedagogy, and learning.	• use school-based data and experiences so practices relate to theory and vision • ground new learnings in contextual issues and problems
Learning from the analysis of practice	Leaders analyze their own and others' practice against standards that reflect accomplished work and reflections on their work.	• use action plans to implement, analyze and share results with peers • use data to determine impact on learning • participate in coaching opportunities

Cadre of Experts for Design of the Curriculum

The project requires trainers who are cognizant of the enGauge Framework processes, data analysis, technology, and the learning standards. The Project Director for the grant will select experts to design the curriculum, provide a trainers' manual, and train the trainers workshops. Expertise is needed in these areas:

1. **Implementation of the enGauge Framework for Effective Technology Use in Schools:**
   NcREL has agreed to streamline the training process for the assessment and data analysis to fit into the modules. NcREL will provide field experts for the training and technical assistance support.

2. **Use of Technology as a Management and Instructional Tool:**
   Iowa is redesigning a mandatory retraining for evaluator licensure renewal that addresses teaching and learning standards. The training includes competency performance of basic technology skills. The technology expert will be selecting software for data collection, analysis, and interpretation.

3. **Use of Data-driven Decision Making and the Alignment of the Learning System:**
   A field expert in data analysis is needed to provide training that addresses accountability for standards, practices, and learning outcomes. The field expert will focus on collecting and analyzing data to track progress of school improvement and correlate findings. Experts will instruct how to make data-drive decisions at all levels that are informed and influenced by results.

4. **Application of Effective Teaching and Learning Practices:**
   Experts are needed on how to determine essential knowledge for grade levels, unpack benchmarks, develop appropriate performance indicators, and integrate information into the school improvement action plans. Experts will provide resources for appropriate instructional strategies for all students.

Training Manual

In preparation for the training to be provided by staff from across Iowa and external consultants, the project director and field experts will develop a syllabus and materials for the regional sessions. The outline presented in this proposal will be enhanced to include more detailed and directed use of technology as well as the delivery of the training. The manual will identify an array of products that may result from the training sessions. The development of the training syllabus ensures consistency in the quality and content for the participants across the state. It is anticipated that the development of the training manual be completed in approximately three months from the initial funding.

Trainer of Trainers

The program trainers for IASL Leadership Curriculum will be selected from applicants across Iowa who will provide on-site training at AEA sites across Iowa. A Request for Proposals for program trainers will be distributed statewide. Each awardee will be compensated from the grant budget for material development and the incentives.

Training teams will serve each region. The trainers will have demonstrated expertise in using technology; extended expertise in data-driven decision making and curriculum alignment; and advanced leadership and administrative skills. It is anticipated that each recipient will provide a staff member for the training teams so that there will be a leadership expert at each regional center who can provide ongoing technical assistance of the participants

Timeline

> **Preparing the IASL Program:** July through November 2001
> - hire staff
> - develop RFP and select training sites
> - train the trainers
> - finalize dates/locations
> - develop registration procedures
> - develop web site
> - develop on-line collaboration and support system
>
> **Delivering the Leadership Seminars across Iowa:** November 2001 through 2003
> - administer TAGLIT
> - use teams of three trainers to provide training to 1,286 of the 1,608 Iowa school leaders
> - provide seminars at 8-12 Regional Sites in across Iowa
>
> **Providing ICN and Web-based Technical Support:** September 2002 through April 2004
> - enGauge Framework and Tool Set
> - Technology as a Management and Instructional Tool
> - Data-driven Decision-making and the Alignment of the Learning System
> - Effective Teaching Strategies
> - Technology-based Instructional Activities
> - Low Performing School Units
>
> **Debriefing the Project:** May 2004 through June 2004
> - administer TAGLIT and compile data
> - complete the final grant report

IASL Collaborating Partners

The Iowa Partnership for School Leadership will function as an advisory board for the project. The members represent the governor, Iowa Department of Education, regional and local school districts, higher education institutions, community and professional organizations.

Director's Duties

- The director will oversee the curriculum design, program evaluation, all hardware and software issues, and oversee logistics related to the project and develop the data-driven decision-making component of the program related to use of the TAGLIT.

Incentives for Attending the Leadership Development Program

Training Opportunities

The importance of the training for school leaders will be emphasized to the public and local school boards and officials. Providing the training close to home sites will be beneficial to participants. There will be flexibility provided by having sessions designed so that participants can attend other sites in case of conflicts. In addition, ongoing technical assistance and availability of resources will support the professional growth of the participants over the next three years in areas of need, such as data collection and technology integration.

Computers and Software

- Incentives will be chosen from a menu of offerings which will include the hardware, software and support needed to implement the skills learned during the sessions.

enGague Site License

Participants will receive the site license to use the enGauge Framework for district planning and assessing.

Evaluation

While the focus of this project is based on a technology–based system, it supports the overall goal of Iowa's Strategic Plan for Educational Excellence in the 21st Century that every local, regional, and state education organization has effective leaders for student learning. The evaluation will address how effectively the project has provided whole systems change and technology integration in the Iowa school system. It will also address the Iowa Education System Goal to improve the levels of learning, achievement and performance of all students.

Systems Change and Technology Integration

An external evaluation, TAGLIT (Taking a Good Look at Instructional Technology), will measure the effective use of technology by the participants and its impact on participating schools. The evaluation plan has benchmarks, monitors progress, and assesses the impact of Iowa Academy for School Leadership on school and district leadership. Success of the project will be determined by the participants' demonstrated abilities to:

- Integrate the enGauge in participants' sites for technology integration planning and assessing as evidenced in the CSIP
- Successfully complete the project assignments as evidenced by artifacts
- Effectively transfer technology and data processing skills to on-site work as evidenced by documented artifacts in the CSIP and application of data-driven accountability to track progress in student learning;
- Successfully meeting the IASL outcomes as noted in the curriculum and documented by artifacts;
- Participation as learning teams in defining problems/issues and solutions/strategies as supervisors of learning, as documented in surveys and ongoing use of the project and collegial work.

Improve Learning, Achievement and Performance of All Students

- Documentation of collected and analyzed data that tracks learning progress in the CSIP and correlates findings to "best practices."

Required Evaluation Components

- **Evaluator Contact:** Jim Graeber will serve as evaluator contact for this project.
- **Formative Evaluation**: All IASL instructional training sessions and assignments will be evaluated using on-line surveys, documented artifacts, and evidence of applications in CSIP and site work.
- **Foundation Evaluation**: IASL participants will use the TAGLIT selected by the Gates Foundation.
- **Annual Evaluation Report**: IASL will file an annual evaluation report with the Foundation.

<div align="center">**Iowa Leadership Committee**</div>

IASL Collaborating Partners
The Iowa Academy of School Leaders partners function as an Advisory Board for the project. The members represent the governor, Iowa Department of Education, regional and local school districts, higher education institutions, and professional organizations.

Elaine Smith-Bright – Director of Professional Development
                School Administrators of Iowa

Larry Streyffeler –   Elementary Principal
                Hills School, Des Moines

Deb Gettys –   Elementary School
                Moulton School, Des Moines

Gary Phye –   Program Director
                Iowa State University

Lana Michelson –   Leadership Initiative
                Iowa Department of Education

Jim Graeber   Leadership Initiative
                Iowa Department of Education

Charles Coblenz   Superintendent
                Northeast Hamilton Schools

Ron Fielder   Chief Administrator
                Grant Wood Area Education Agency

Jon Muller   Consultant
                Iowa Association of School Boards

John O'Connell   Instructional Technology Consultant
                Iowa Department of Education

Greg Nichols   Education Advisor
                Governor's Office

Jim Wise   Chairperson
                Urban Network of Schools

Ted Stilwill   Director and Executive Office
                State Board of Education